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ABSTRACT

Results of the evaluation of a faculty development program for dental faculty are presented, along with a course outline. The purpose of the program is to help improve the teaching skills of new or recent dental faculty through two semester-long courses. The fall course consists of seven learning modules consisting of self-directed instructional activities and seminars. The spring course involves independent study. At the end of 15 weeks, fall 1981 and 1982 participants completed a course evaluation questionnaire, and module evaluation forms were completed by participants at the end of each learning module. The rankings (strongly agree to strongly disagree) are indicated for each of the questions of the course evaluation questionnaire and the module evaluation form. The evaluation forms covered the following learning modules: the teaching-learning process, instructional development, student assessment, the lecture, small group instruction, and one-to-one clinical teaching. The course outline indicates the content, objectives, and instructional activities for each of the modules. (SW)

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FACULTY DEVELOPMENT OF TEACHING [1]

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[1] Paper presented at the annual meeting of the Eastern Educational Research Association, West Palm Beach, Florida, 1984.

FACULTY DEVELOPMENT OF TEACHING

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The purpose of the Faculty Development Program is to provide the new or recent dental faculty with the means to acquire the teaching skills necessary to be effective dental educators. The program consists of two semester-long courses. The Fall course is a highly structured modular approach to education and consists of seven learning modules that include self-directed instructional activities as well as seminars.

Each seminar involves three hours of general meeting time for all participants. During this time, faculty may work on their modules individually or in pairs. Approximately one and a half hours are reserved for group discussions, videotaping and microteaching, evaluative feedback, and closure.

The Spring course or Practicum is a sequel to the Fall course and is run as an independent study where faculty generate individual or cooperative projects that are based upon the principles acquired during the Fall and are directly related to their teaching responsibilities.

Evaluation questionnaires concerning the Fall, 1981 and 1982 courses indicate a highly positive response from the faculty with second year ratings higher than first year ratings.

Evaluation Report

Introduction

The Faculty Development course offered during the Fall, 1981 and 1982 semesters enrolled eleven and eight dental faculty respectively. The participants spent a total of 15 weeks or 45 hours in self-instruction and seminars per semester. A course outline which describes the objectives, activities, and contents is presented in the appendix.

Results

At the end of the fifteen weeks, participants were administered a course evaluation questionnaire. The results for the Fall, 1981 course are presented in Table 1 and indicated the following:

For the 21 items that could be answered by circling A (Strongly Agree) to D (Strongly Disagree) to E (Not Applicable), the majority of participants' responses were in the Strongly Agree and Agree categories except for item 20. This item dealt with the use of slides during the course which most participants felt was not applicable. Indeed, slides were not used at all.

In addition to the above questionnaire, a Module Evaluation Form was administered to participants at the end of each learning module. The results are presented in Tables 2 thru 6. The evaluation form consisted of 11 items and used the same format as the course evaluation questionnaire, i.e., strongly agree to strongly disagree.

For the Teaching-Learning Process Module, the results presented in Table 2 indicate a generally positive response. There were no microteaching sessions offered in this module and therefore all respondents indicated

"not applicable." Six of the eleven participants returned their anonymously completed evaluations.

The results presented in Table 3 indicate a generally positive response to the Instructional Development Module. Seven of the eleven participants responded.

The Student Assessment Module evaluation form was administered to eight of the eleven participants. The results indicate a positive response to the module.

The data in Table 5 indicate a strong positive response to the Lecture module. Microteaching sessions were a part of this module and the participants who responded so noted.

Participants who completed the evaluation form for the One-On-One Clinical Teaching Module (Table 6) indicated a good positive response.

The results of the Fall, 1982 course evaluation are presented in Table 7 and indicated the following:

For the 21 items, the majority of the participants' responses were in the "Strongly Agree" and "Agree" categories. The mean response for each item in Table 7 indicates a positive to highly positive attitude concerning the course.

Module evaluation forms were also administered to participants at the end of each learning module. The results are presented in Tables 8 thru 13 and indicated the following:

For the Teaching-Learning Process Module (Table 8) the results indicate a strong positive response for 6 of the 8 participants.

The results in Table 9 indicate a highly positive response to the Instructional Development Module with 6 of the 8 participants responding.

The Student Assessment Module evaluation form (Table 10) was completed by 6 of the 8 participants. The results indicate a very strong positive response to the module.

The data in Table 11 indicate a highly positive response to the Lecture Module. The videotaping-microteaching item elicited a perfect scort from the participants as did 3 other items.

The Small Group Teaching Module (Talbe 12) was evaluated by 5 of the 8 participants. Their responses were highly positive with two items receiving a perfect score.

Participants who completed the Clinical Teaching evaluation form (Table 13) indicated a strong positive response to this module. Again, the videotaping-microteaching portion achieved a perfect score.

TABLE 1

NUMBER OF FACULTY PARTICIPANTS RESPONDING
TO COURSE EVALUATION QUESTIONNAIRE

(N=9)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. I gained a good understanding of concepts and principles in this field.	3	6			
2. I learned to identify main points and cental issues in this field.	4	4			1
3. I deepened my interest in the subject matter of this course.	5	1		2	1
4. I developed enthusiasm about some course material.	4	3			2
5. I participated in seminars.	5	2		1	1
6. I acquired an appreciation for different perspectives	6	2			1
7. I gained a better understanding of myself as a teacher.	5	2	1	1	
8. I developed more confidence in myself as a teacher	3	4	1	1	
9. I developed skills needed by professionals in the field of education	5	2	1	1	
10. Participants frequently volunteer their own opinions during seminars.	4	5			
11. Participants are free to disagree and ask questions.	7	2			

TABLE 1 continued:

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
12.	The objectives of the course were clearly presented.	6	2	1		
13.	The amount of material covered in the course is reasonable.	4	5			
14.	The instructor has made the course sufficiently difficult to be stimulating.	3	3	1	1	1
15.	Reading assignments seem carefully chosen.	3	5			1
16.	Instructional activities seem carefully chosen	5	4			
17.	Instructional activities are interesting and stimulating.	3	4	2		
18.	Instructional activities require a reasonable amount of time and effort.	2	7			
19.	Videotapes are a valuable part of this course.	5	2	2		
20.	Slides used in this course are interesting and stimulating.	1				8
21.	Microteaching sessions are a great help to learning.	5	2	1	1	

TABLE 2

NUMBER OF FACULTY PARTICIPANTS RESPONDING
TO TEACHING-LEARNING PROCESS MODULE EVALUATION FORM
(N=6)

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided/ Not Applicable
1. The module was well organized.	2	4			
2. The module directions were clear and complete.	3	3			
3. The module readings and seminars adequately covered the stated objectives.	3	3			
4. The assigned readings/instructional exercises were interesting, relevent, informative.	2	3	1		
5. Adjunct instructional materials were readily available when needed.	1	4	1		
6. The module offered adequate opportunities for practice and self-evaluation.	2	4			
7. The seminar/discussion groups were effective learning experiences.	4	1	1		
8. The seminar leader was well prepared to discuss the module.	3	3			
9. The seminar leader facilitated discussion of the topics which were raised.	5	1			
10. The workload/time commitment required by the module was satisfactory.		5	1		
11. The microteaching sessions were valuable learning experiences.					6

TABLE 3

NUMBER OF FACULTY PARTICIPANTS RESPONDING
TO INSTRUCTIONAL DEVELOPMENT MODULE EVALUATION FORM
(N=7)

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided/ Not Applicable
1. The module was well organized.	3	3	1		
2. The module directions were clear and complete.	4	2			1
3. The module readings and seminars adequately covered the stated objectives.	2	5			
4. The assigned readings/instructional exercises were interesting, relevent, informative.	3	2			2
5. Adjunct instructional materials were readily available when needed.	2	4			1
6. The module offered adequate opportunities for practice and self-evaluation.	2	4			1
7. The seminar/discussion groups were effective learning experiences.	4	3			
8. The seminar leader was well prepared to discuss the module.	4	2			1
9. The seminar leader facilitated discussion of the topics which were raised.	3	3			1
10. The workload/time commitment required by the module was satisfactory.		6			1
11. The microteaching sessions were valuable learning experiences.		1			6

TABLE 4

NUMBER OF FACULTY PARTICIPANTS RESPONDING
TO STUDENT ASSESSMENT MODULE EVALUATION FORM
(N=8)

	Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided/ Not Applicable
1.	The module was well organized.	2	5			1
2.	The module directions were clear and complete.	3	3	1		1
3.	The module readings and seminars adequately covered the stated objectives.	3	4			1
4.	The assigned readings/instructional exercises were interesting, relevent, informative.	2	3	1		2
5.	Adjunct instructional materials were readily available when needed.	2	3			3
6.	The module offered adequate opportunities for practice and self-evaluation.	2	3	2		1
7.	The seminar/discussion groups were effective learning experiences.	3	4			1
8.	The seminar leader was well prepared to discuss the module.	4	2			2
9.	The seminar leader facilitated discussion of the topics which were raised.	4	2			2
10.	The workload/time commitment required by the module was satisfactory.	1	5			2
11.	The microteaching sessions were valuable learning experiences.		2			6

TABLE 5

NUMBER OF FACULTY PARTICIPANTS RESPONDING
TO LECTURE MODULE EVALUATION FORM
(N=7)

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided/ Not Applicable
1. The module was well organized.	3	4			
2. The module directions were clear and complete.	4	3			
3. The module readings and seminars adequately covered the stated objectives.	3	4			
4. The assigned readings/instructional exercises were interesting, relevent, informative.	3	2			2
5. Adjunct instructional materials were readily available when needed.	3	3			1
6. The module offered adequate opportunities for practice and self-evaluation.	5	1			1
7. The seminar/discussion groups were effective learning experiences.	3	3			1
8. The seminar leader was well prepared to discuss the module.	5	1			1
9. The seminar leader facilitated discussion of the topics which were raised.	5	2			
10. The workload/time commitment required by the module was satisfactory.	1	5			1
11. The microteaching sessions were valuable learning experiences.	4	1			2

TABLE 6

NUMBER OF FACULTY PARTICIPANTS RESPONDING
TO ONE-ON-ONE CLINICAL MODULE EVALUATION FORM
(N=7)

Items	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided/ Not Applicable
1. The module was well organized.	4	3			
2. The module directions were clear and complete.	6	1			
3. The module readings and seminars adequately covered the stated objectives.	4	3			
4. The assigned readings/instructional exercises were interesting, relevent, informative.	1	4		1	1
5. Adjunct instructional materials were readily available when needed.	3	4			
6. The module offered adequate opportunities for practice and self-evaluation.	4	3			
7. The seminar/discussion groups were effective learning experiences.	3	2			2
8. The seminar leader was well prepared to discuss the module.	5	2			
9. The seminar leader facilitated discussion of the topics which were raised.	6	1			
10. The workload/time commitment required by the module was satisfactory.	3	4			
11. The microteaching sessions were valuable learning experiences.	5			1	1

TABLE 7

DENTAL FACULTY COURSE EVALUATION
(N=8)

Items	Strongly Agree=5	Agree=4	Undecided/Not Applicable=3	Disagree=2	Strongly Disagree=1	Mean $\bar{X}$
1. I gained a good understanding of concepts and principles in this field	6	2				4.7
2. I learned to identify main points and central issues in this field	6	2				4.7
3. I deepened my interest in the subject matter of this course	2	6				4.2
4. I developed enthusiasm about some course material	3	4		1		4.1
5. I participated in seminars	6	2				4.7
6. I acquired an appreciation for different perspectives	6	2				4.7
7. I gained a better understanding of myself as a teacher	5	3				4.6
8. I developed more confidence in myself as a teacher	3	2		3		3.6
9. I developed skills needed by professionals in the field of education	1	7				4.1
0. Participants frequently volunteer their own opinions during seminars	6	2				4.7
1. Participants are free to disagree and ask questions	8					5.0
2. The objectives of the course were clearly presented	6	2				4.7

TABLE 7
DENTAL FACULTY COURSE EVALUATION
Page two

Items	Strongly Agree=5	Agree=4	Undecided/Not Applicable=3	Disagree=2	Strongly Disagree=1	Mean $\bar{X}$
13. The amount of material covered in the course is reasonable	4	3		1		4.2
14. The instructor has made the course sufficiently difficult to be stimulating	3	4			1	4.0
15. Reading assignments seem carefully chosen	5	3				4.6
16. Instructional activities seem carefully chosen	5	3				4.6
17. Instructional activities are interesting and stimulating	5	3				4.6
18. Instructional activities require a reasonable amount of time and effort	4	4				4.5
19. Videotapes are a valuable part of this course	4	4				4.5
20. Slides used in this course are interesting and stimulating		2	4	2		3.0
21. Microteaching sessions are a great help to learning	6	2				4.7

TABLE 8

TEACHING-LEARNING PROCESS MODULE EVALUATION
(N=6)

Items	Strongly Agree=5	Agree=4	Undecided/Not Applicable=3	Disagree=2	Strongly Disagree=1	Mean $\bar{X}$
1. The module was well organized.	3	2	1			4.3
2. The module directions were clear and complete.	4	1	1			4.5
3. The module readings and seminars adequately covered the stated objectives.	3	2	1			4.3
4. The assigned readings/instructional exercises were interesting, relevant, informative.	3	1	1			3.7
5. Adjunct instructional materials were readily available when needed.	2	3	1			4.2
6. The module offered adequate opportunities for practice and self-evaluation.	2	3	1			4.2
7. The seminar/discussion groups were effective learning experiences.	5		1			4.7
8. The seminar leader was well prepared to discuss the module.	5		1			4.7
9. The seminar leader facilitated discussion of the topics which were raised.	4	1	1			4.5
10. The workload/time commitment required by the module was satisfactory.		4	2			3.7
11. The microteaching sessions were valuable learning experiences.	4	1	1			4.5

TABLE 9

INSTRUCTIONAL DEVELOPMENT MODULE EVALUATION
(N=6)

Items	Strongly Agree=5	Agree=4	Undecided/Not Applicable=3	Disagree=2	Strongly Disagree=1	Mean $\bar{X}$
1. The module was well organized.	3	3				4.5
2. The module directions were clear and complete.	4	2				4.7
3. The module readings and seminars adequately covered the stated objectives.	3	3				4.5
4. The assigned readings/instructional exercises were interesting, relevant, informative.	2	3	1			4.2
5. Adjunct instructional materials were readily available when needed.	4	2				4.7
6. The module offered adequate opportunities for practice and self-evaluation.	3	3				4.5
7. The seminar/discussion groups were effective learning experiences.	5	1				4.8
8. The seminar leader was well prepared to discuss the modules.	5	1				4.8
9. The seminar leader facilitated discussion of the topics which were raised.	5	1				4.8
10. The workload/time commitment required by the module was satisfactory.	2	3	1			4.2
11. The microteaching sessions were valuable learning experiences.	2	2	2			4.0

TABLE 10

STUDENT ASSESSMENT MODULE EVALUATION
(N=6)

Items	Strongly Agree=5	Agree=4	Undecided/Not Applicable=3	Disagree=2	Strongly Disagree=1	Mean $\bar{X}$
1. The module was well organized.	5	1				4.8
2. The module directions were clear and complete.	6					5.0
3. The module readings and seminars adequately covered the stated objectives.	5	1				4.8
4. The assigned readings/instructional exercises were interesting, relevant, informative.	3	3				4.5
5. Adjunct instructional materials were readily available when needed.	3	2	1			4.3
6. The module offered adequate opportunities for practice and self-evaluation.	3	3				4.5
7. The seminar/discussion groups were effective learning experiences.	4	2				4.7
8. The seminar leader was well prepared to discuss the modules.	5	1				4.8
9. The seminar leader facilitated discussion of the topics which were raised.	6					5.0
10. The workload/time commitment required by the module was satisfactory.	4	2				4.7
11. The microteaching sessions were valuable learning experiences.	3	1	2			4.2

TABLE 11

LECTURE MODULE EVALUATION
(N=5)

Items	Strongly Agree=5	Agree=4	Undecided/Not Applicable=3	Disagree=2	Strongly Disagree=1	Mean $\bar{X}$
1. The module was well organized.	3	2				4.6
2. The module directions were clear and complete.	2	3				4.4
3. The module readings and seminars adequately covered the stated objectives.	3	1	1			4.4
4. The assigned reading/instructional exercises were interesting, relevant, informative.	1	2	2			3.8
5. Adjunct instructional materials were readily available when needed.	4		1			4.6
6. The module offered adequate opportunities for practice and self-evaluation.	5					5.0
7. The seminar/discussion groups were effective learning experiences.	5					5.0
8. The seminar leader was well prepared to discuss the modules.	4	1				4.8
9. The seminar leader facilitated discussion of the topics which were raised.	5					5.0
10. The workload/time commitment required by the module was satisfactory.	4	1				4.8
11. The microteaching sessions were valuable learning experiences.	5					5.0

TABLE 12

SMALL GROUP TEACHING MODULE EVALUATION
(N=5)

Items	Strongly Agree=5	Agree=4	Undecided/Not Applicable=3	Disagree=2	Strongly Disagree=1	Mean $\bar{X}$
1. The module was well organized.	3	2				4.6
2. The module directions were clear and complete.	3	2				4.6
3. The module readings and seminars adequately covered the stated objectives.	2	3				4.4
4. The assigned reading/instructional exercises were interesting, relevant, informative.	2	3				4.4
5. Adjunct instructional materials were readily available when needed.	3		2			4.2
6. The module offered adequate opportunities for practice and self-evaluation.	3	2				4.6
7. The seminar/discussion groups were effective learning experiences.	4	1				4.8
8. The seminar leader was well prepared to discuss the modules.	5					5.0
9. The seminar leader facilitated discussion of the topics which were raised.	5					5.0
10. The workload/time commitment required by the module was satisfactory.	2	3				4.4
11. The microteaching sessions were valuable learning experiences.	3	1	1			4.4

TABLE 13

CLINICAL TEACHING MODULE EVALUATION
(N=7)

Items	Strongly Agree=5	Agree=4	Undecided/Not Applicable=3	Disagree=2	Strongly Disagree=1	Mean $\bar{X}$
1. The module was well organized.	4	2	1			4.4
2. The module directions were clear and complete.	5	2				4.7
3. The module readings and seminars adequately covered the stated objectives.	4	3				4.6
4. The assigned reading/instructional exercises were interesting, relevant, informative.	5	1	1			4.6
5. Adjunct instructional materials were readily available when needed.	4	2	1			4.4
6. The module offered adequate opportunities for practice and self-evaluation.	5	2				4.7
7. The seminar/discussion groups were effective learning experiences.	6	1				4.9
8. The seminar leader was well prepared to discuss the modules.	5	2				4.7
9. The seminar leader facilitated discussion of the topics which were raised.	5	2				4.7
10. The workload/time commitment required by the module was satisfactory.	4	3				4.6
11. The microteaching sessions were valuable learning experiences.	7					5.0

APPENDIX

SCHOOL OF EDUCATION

Fredric Linder

DENTAL FACULTY DEVELOPMENT COURSE

Introduction

The Dental Faculty Development Course consists of seven learning modules that involve self-directed instructional activities and seminars. The modules are presented below in order of presentation:

1. The Teaching-Learning Process
2. The Instructional Development Process
3. Assessing Student Achievement
4. The Lecture
5. Small Group Instruction
6. One-on-One Clinical Teachin
7. Evaluation

A more detailed outline of each module's content and, objective, and learning activities is presented below.

The course's goal is to provide the participating dental faculty with the opportunity to acquire an understanding of and appreciation for the educational principles that will help them develop effective teaching skills. Each of the seven modules includes a series of seminars which will run the length of a semester (approximately 15 weeks). The following is an outline of the number of seminars per module:

1.	Teaching-Learning Process	= 4 seminars
2.	Instructional Development Process	= 1 seminar
3.	Assessing Student Achievement	= 2 seminars
4.	The Lecture	= 3 seminars
5.	Small Group Instruction	= 1 seminar
6.	One-on-One Clinical Teaching	= 3 seminars
7.	Evaluation	= 1 seminar

Each seminar involves three hours of general meeting time for all participants. During this time, faculty may work on their modules individually or in pairs. Approximately one and a half hours will be reserved at the end of the seminar for group discussions, microteaching, evaluative feedback, and closure. Since faculty will be viewing media and microteaching it is necessary that the following equipment be available:

1. Audio-cassette tape recorder
2. Video-cassette playback unit
3. Video-tape mini camera and recorder unit
4. Carousel slide projector with synchronized audio-cassette playback unit
5. Projector screen
6. Overhead transparency projector

In addition to the above, a Learning Resources Center which would house module materials and audio-visual equipment is needed. Also, adjacent to the Resource Room should be a seminar room for group discussions as well as a facility for videotaping the microteaching sessions.

The Dental Faculty Development Course will be managed by a course director whose responsibilities include the following:

1. Coordinating and scheduling group activities
2. Disseminating information about the course
3. Providing for and monitoring the organization of instructional materials as well as the availability and operational condition of audiovisual equipment
4. Offering leadership and support to the module instructor(s)
5. Maintaining course records of attendance and achievement
6. Collecting, analyzing, and interpreting formative and summative evaluative data regarding course implementation and outcomes
7. Meeting with participants on an individual basis by request
8. Present on videotaping sessions

Each module (or part of) may be assigned to individuals identified by the course director as most qualified for a particular topic. These module instructors would be responsible for the following:

1. Prepare and lead discussions within each seminar (approximately 1 1/2 hours)
2. Prepare and conduct microteaching session
3. Facilitate faculty participation and stimulate faculty motivation during seminar

Evaluation Procedures

At the conclusion of each instructional module participants will be asked to fill out a Module Evaluation Form. In addition, structured interviews, questionnaires, and informal conversations with faculty participants will be carried out by the project director in order to determine if the course is being accepted and implemented. At the end of the entire course when all modules have been completed a two-part evaluation exercise will be administered.

Dental Faculty Development Course

(Adapted from the University of Texas Health Science Center at San Antonio)

MODULE #1: The Teaching-Learning Process involves four seminars. This is in addition to the self-paced readings, activities, and media which should take approximately 17 hours.

Educational Goals for this module are to give participants the opportunity to explore their attitudes about teaching and to help them acquire knowledge about the principles of teaching, learning, and behavior.

Module Content

The Teaching-Learning Process Module is divided into the following four units:

1. Attitudes and Values regarding one's role as a teacher
2. Individual teaching style
3. Principles of teaching and learning
4. Philosophy of education

UNIT I: Attitudes and Values Regarding One's Role as a Teacher

Objective 1: to recognize attitudes and values regarding:

a. students
b. role as a teacher
c. evaluation
d. learning
e. faculty-administration interaction
f. teaching vs research and service
g. basic, dental, or behavioral sciences
h. colleagues

Objective 2: how teacher and values affect:

a. the learner
b. the teacher
c. teacher-learner interaction

Objective 3: to develop an awareness of student attitudes and values that may facilitate or inhibit learning

Instructional Activity #1: Read Article: "A Learner-Centered Approach to Dental Education" by Bernard Lutz, D.D.S.

Instructional Activity #2: Read pages 1-60 in booklet: "Developing Attitudes Toward Learning" by Robert Mager

Instructional Activity #3: Complete exercise #1: "Agree-Disagree Statements

Instructional Activity #4: Complete exercise #2: "Pictures of Applicants"

Instructional Activity #5: Complete exercise #3: "Mirror, Mirror"

Instructional Activity #6: Read four scenarios and be prepared to discuss them at first seminar

Instructional Activity #7:

SEMINAR #1: To give faculty participants the opportunity to explore with their colleagues "How Attitudes Affect Learning". Faculty will discuss major points which were of particular interest to them in Instructional Activities 1-7.

UNIT II: Teaching Styles and Individual Differences of Students

Objective 4: to explore feelings about self as educator and assistant professor

Objective 5: to identify personal feelings which are shared by teacher and student and describe psychological defense mechanisms used to reduce these feelings

Objective 6: to discuss individual differences of students and how these determine what a teacher should do to maximize learning

Instructional Activity #8: Read the section on "Styles of Teaching"

Instructional Activity #9: Complete exercise #4: "Inventory of My Teaching Style"

Instructional Activity #10: Read descriptions of student learning styles

Instructional Activity #11: Watch the videotape: "Cognitive Learning Styles"

Instructional Activity #12: Study the material concerning individual differences

Instructional Activity #13: Complete exercise #6: "How Am I Doing" Questionnaire

Instructional Activity #14: Complete exercise #7: "Adjectives Describing My Teaching Behavior"

Instructional Activity #15: (Optional) Listen to audiotape: "Grading and What We Know About Learning," by Arthur Combs

Instructional Activity #16: Read article: "Expanding The Self"

Instructional Activity #17: (Optional) Read Chapter "Expanding The Self: Some Principles and Conditions of Learning" (pages 107-118) by Boy and Pine

Instructional Activity #18: Participate in SEMINAR #2: To identify one's own teaching style and how it can affect learning; to recognize and become sensitive to individual differences and personal growth as teachers; fill out the student-content teaching inventory.

UNIT III: Principles of Teaching

Objective 7: To show how principles of learning can be applied

Instructional Activity #19: Read the article: "The Teaching Process" by Dr. Madeline Hunter

Instructional Activity #20: Complete exercise #8: "Application of Teaching Principles to a Personal Experience"

Instructional Activity #21: (Optional) Read the article: "The Learning Process" by Dr. Madeline Hunter

Instructional Activity #22: Read the article: "General Principles of Learning and Motivation"

Instructional Activity #23: Participate in SEMINAR #3: To discuss general principles that can facilitate the teaching-learning process; to view and discuss Maslow's Need Hierarchy; to respond to the Motivation Feedback Questionnaire; to understand the role

of the self-concept in personal and professional growth

UNIT IV: Personal Philosophy of Education

Objective 8: To write a brief personal philosophy of education

Instructional Activity #34: Write a brief (no more than 5 type-written pages) personal philosophy of education which may include your beliefs about the following issues:

1. How do students learn best?
2. What should be the responsibilities of the student regarding education?
3. What are the most effective teaching strategies that enhance learning?
4. What is the role of evaluation?
5. How do teacher and student attitudes affect learning?
6. etc.

Instructional Activity #25: Participate in SEMINAR #4: to share one's personal philosophy of education with other participants; respond to "Training Style Inventory" (Prepare for next module)

MODULE #2: The Instructional Development Process consists of one seminar as well as self-directed readings, activities, and media. This should take the participant approximately 4 hours to complete.

Educational Goals for this module include:

1. Identifying student needs
2. Developing prerequisites for a unit
3. Writing pre-test and post-test items
4. Developing questions to elicit student feedback on your instructional unit
5. Preparing instructional planning worksheets which indicate objectives, content outline, instructional methods, instructional materials, evaluation procedures
6. Writing an introduction to a unit which has a cover page, rationale, and overview

Module Content

The Instructional Development Process Module consists of the following 3 units:

1. Overview: Instructional Development Process
2. Steps in the process
3. Developing the Introduction

UNIT I: Overview

Objective 1: List the steps in the instructional development model

Objective 2: Become familiar with the instructional planning workshop

Objective 3: Describe the educational principles upon which the instructional development model is based

Instructional Activity #1: Instructional Planning Worksheet

Instructional Activity #2: Educational Principles Supporting Instructional Development Process

Instructional Activity #3: Review Questions

UNIT II: Steps in the Process

Step One: Determination of student needs

Objective 1: Identify a topic for a unit

Objective 2: List student needs concerning knowledge about the topic

Objective 3: Give a rationale for material presented to students to master

Instructional Activity #4: Topic identification and needs determination

Instructional Activity #5: Review questions

Step Two: Instructional Objectives (Optional)

Objective 1: To identify components of an instructional objective

Objective 2: To select instructional objectives which are stated in measurable, performance terms

Objective 3: To write instructional objectives for a unit

Instructional Activity #6: Slides and tape on "Instructional Objectives"

Instructional Activity #7: Read article, "What Is An Instructional Objective?"

Instructional Activity #8: Practice Writing Objectives

Instructional Activity #9: Write objectives for an instructional unit

Step Three: Preassessment (optional)

Objective 1: To describe two major purposes for including a preassessment exercise in an instructional program

Objective 2: To identify prerequisites for your unit

Objective 3: To write preassessment test items for an instructional unit

Instructional Activity #10: Write prerequisites for an instructional unit

Instructional Activity #11: Write pre-test items

Step Four: Developing a Post-Test (optional)

Objective 1: To develop a criterion post-test to assess student achievement

Instructional Activity #12:

1. Describe how you intend to measure achievement of each objective you previously wrote on instructional planning worksheet
2. Write at least one test item for each of your objectives or develop a rating scale

Step Five: Specifying and Sequencing Content (optional)

Objective 1: To develop a brief outline of the content relevant to each objective listed on the instructional planning worksheet

Instructional Activity #13: Write content outline for your unit

Step Six: Selecting Instructional Methods

Objective 1: Identify instructional methods for each of your objectives

Objective 2: Demonstrate recognition of research on various instructional methods with regard to the major types of learning behaviors in the cognitive, psychomotor, and affective domains

(S) Instructional Activity #14: Instructional Methods Simulation

(S) Instructional Activity #15: Selecting Instructional Methods

Step Seven: Selecting Instructional Materials

Objective 1: To recognize the variety of written and audiovisual teaching materials available

Objective 2: To identify instructional materials for your unit and list them on the instructional planning worksheet

(S) Instructional Activity #16: Selecting Instructional Materials

Step Eight: Analysis and Revision

Objective 1: Describe your methods of collecting data for evaluating the effectiveness of instruction

Objective 2: Develop three questions to assess student attitudes about your unit of instruction

Objective 3: Identify needed revisions

(S) Instructional Activity #17: Assessing student attitudes toward instruction

UNIT III: Developing the Introduction

Objective 1: To inform students what the unit is about

Objective 2: To motivate students

Objective 3: To give guidance on how to proceed through the materials and activities

(S) Instructional Activity #18: Write an introduction

Instructional Activity #19: Cognitive & Affective Domains	Attend SEMINAR #1: To discuss participant's responses to Instructional Methods Simulation and their completed planning worksheet, as well as problems encountered while developing their instructional unit. Prepare for Module #3.

MODULE #3: Assessing Student Achievement consists of two seminars for a total of 6 hours. The self-directed readings, activities, etc., will take place during most of these seminars.

Educational Goal for this module is to improve skills in developing and using appropriate instruments for measuring student achievement of didactic and clinical performance objectives.

Module Content

The Assessing Student Achievement module is comprised of the following 8 units

1. Introduction
2. Purposes of Testing and Grading
3. Four Methods for Measuring Student Achievement
4. Constructing exams
5. Constructing Clinical Evaluation Forms
6. Reliability of Educational Measurement Data
7. Validity of Educational Measurement Data
8. Psychological Dimensions of Testing and Grading

UNIT I: Introduction

Objective: To summarize the content of Units II through VIII

UNIT II: Purposes of Testing and Grading

Objective 1: To understand the paradox between the types of tests used to determine grades and the purposes served by those grades

Objective 2: To compare the concepts of formative and summative evaluation

Instructional Activity #1:	The Learning Evaluation Process
Instructional Activity #2:	The Purpose Served by Educational Measurement
Instructional Activity #3:	Domain-Referenced Testing

Instructional Activity #4: Summary

Instructional Activity #5: Post-Test

UNIT III: Four Methods for Measuring Student Achievement

Objective: To compare the advantages of four methods for collecting student performance data

Instructional Activity #1: Objective Test Items

Instructional Activity #2: Essay Test Items

Instructional Activity #3: Instructional Simulations

Instructional Activity #4: Observational Rating Scales

Instructional Activity #5: SEMINAR #1: To discuss major concepts presented in Units 2 & 3

UNIT IV: Constructing Exams

Objective: To construct test items related to specific learning objectives and correctly use guidelines for constructing multiple choice and essay items

Instructional Activity #1: Complete Exercises 1-3

UNIT V: Constructing Clinical Evaluation Forms

Objective: To describe five steps in the process of developing a clinical performance evaluation form

(S) Instructional Activity #1: View the videotape "Developing Criteria for Clinical Evaluation"

Instructional Activity #2: Read text on "A Process for Developing Clinical Evaluation Forms"

Instructional Activity #3: Post-Test

SEMINAR #2: The development of multiple-choice test items and the construction of clinical observation rating forms. View slide-tape "Test Construction"

UNIT VI: Reliability of Educational Measurement Data

Objective: To describe three approaches for determining the reliability of educational measurement instruments

Instructional Activity #1: The Basic Concept of Reliability

Instructional Activity #2: Methods of Estimating Reliability

Instructional Activity #3: Factors which affect reliability

Instructional Activity #4: The reliability of individual test scores

Instructional Activity #5: Post-Test

UNIT VII: Validity of Educational Measurement Data

Objective: To name and describe three types of validity related to educational measurement procedures

Instructional Activity #1: The Basic Concept of Test Validity

Instructional Activity #2: Types of Validity

Instructional Activity #3: Post-Test

UNIT VIII: Psychological Dimensions of Testing and Grading

Objective: To describe psychological factors related to student and faculty anxiety regarding educational testing

Instructional Activity #1: Read the articles listed in your modules (optional)

MODULE #4: The Lecture consists of three seminars and self-directed readings, activities, media. This should take the participant approximately 10 hours of independent study and discussion to complete.

Educational Goal for this module is to develop skills in planning and evaluating lectures for large group instruction

Module Content

The lecture module is comprised of the following 4 units:

1. Preparation
2. Presentation
3. Evaluation
4. Microteaching

UNIT I: Preparation

Objective: To introduce the importance of preparation for a lecture so that objectives, content, resources, and activities are clear and relevant

Instructional Activity #1: Read the article, "The Lecture Method"

Instructional Activity #2: Read the occasional paper #2, "The lecture...telling it like it is"

Instructional Activity #3: Read occasional paper #3, "Utilization of Facilities in the Dental School Lecture Halls"

Instructional Activity #4: Attend SEMINAR #1: To familiarize the participants with the lecture hall facilities and to present a basic guideline for preparing a lecture

Instructional Activity #5: Develop an outline, presentation notes, and audiovisuals for a brief lecture (10-15 min.) which you will present later in this module

UNIT II: Presentation

Objective: To enable the participant to effectively present a lesson to a large group of students

(S) Instructional Activity #6: View the videotape, "Techniques for Lecturing"

(S) Instructional Activity #7: View videotapes, "Improving Lecture Skills"

(S) Instructional Activity #8: View videotape, "Mechanisms of Muscular Contraction."

UNIT III: Evaluation

Objective: To enable the participant to assess the effectiveness of the lecture presentation

Instructional Activity #9: Read "Improving Teacher Effectiveness: A Process for Improvement"

Instructional Activity #10: Develop a brief questionnaire in order to obtain feedback regarding the organization and presentation of your lectures

Instructional Activity #11: Attend SEMINAR #2: "Delivering and Evaluating Your Lecture." The goal of this seminar is to focus on the characteristics of an effective lecture with empha-

sis on the opening and closing segment

UNIT IV: Microteaching

Objective: To demonstrate competency in effectively delivering a large group lecture

Instructional Activity #12: Participate in next scheduled microteaching session using the lesson developed in UNIT I. This activity will take place during SEMINAR #3.

Seminar #3: Approximately six participants will be asked to give a video-taped lecture that will take approximately 15 minutes. After each lecture the entire group will evaluate the presentation.

MODULE #5: Small Group Teaching consists of one seminar and self-directed readings, activities, and media. This should take the participants approximately 4 hours of independent study and discussion to complete.

Educational Goal for this module is to facilitate your understanding of and appreciation for small group-guided discussion as an instructional method in the dental curriculum.

Module Content

This module is divided into the following three units:

1. Small Group Teaching
2. Preparing for a Small Group-Guided Discussion
3. Techniques for Leading a Small Group-Guided Discussion

UNIT I: Small Group Teaching

Objectives: To compare one-way and two-way communication with regard to the teaching-learning process; and to describe specific learning situations in which small group instruction can be used effectively.

Instructional Activity #1: Read the article, "One-Way and Two-Way Communication Processes in the Classroom"

Instructional Activity #2: Read the article entitled, "Learning in the Small Group"

Instructional Activity #3: Read the article, "Johari Window Model"

UNIT II. Preparing for a Small Group-Guided Discussion

Objectives: To identify specific learning situations in which small group discussion could be effectively used; to develop a lesson plan for small group discussion.

Instructional Activity #4: Read the article entitled, "Developing a Guided Discussion Plan."

UNIT III: Techniques for Leading a Small Group-Guided Discussion

Objectives: To demonstrate effective use of techniques and skills for facilitating a group discussion; to demonstrate effective use of techniques and skills for motivating student participation; to demonstrate effective use of questions.

Instructional Activity #5: Read the article entitled, "Teaching Through Discussion"

Instructional Activity #6: Read the article, "Student Participation"

Instructional Activity #7: Review the diagram regarding "Open Relationships"

Instructional Activity #8: Read the article, "Increasing Level of Challenge Through Questioning"

Instructional Activity #9: Attend scheduled seminar to discuss readings and activities

MODULE #6: One-on-One Clinical Teaching consists of three seminars and self-directed readings, viewing prepared tapes and micro-teaching. This should take the participant approximately 15 hours of independent study.

Education Goal for this module is to assist the participant in creating an effective learning climate in the clinic or laboratory in order to facilitate student learning and to develop specific teaching techniques or strategies which promote the individualization of the teaching-learning process.

Module Content

This module is divided into three units.

1. Establishing a positive learning climate
2. Clinical teaching skills
3. Microteaching

UNIT I: Establishing a Positive Learning Climate

Objectives:

a. discuss conditions necessary to promote an effective learning climate;
b. describe how credibility with students can be influenced by the professional role model one presents;
c. give examples and discuss potential problems in interpersonal communication encountered in the clinical setting.

Instructional Activity #1: Read the occasional paper, "Intergroup Relationships"

(S) Instructional Activity #2: Read one or both of the following articles, starting with The Effective Clinical Teacher (dentistry)

(S) Instructional Activity #3: Read the article, "Confrontation and the Professional Motivation of Dental Students"

(S) Instructional Activity #4: Read the article, "Attitudes and Behaviors"

(S) Instructional Activity #5: Read the article, "Dental Student and Faculty Perceptions of Teacher Characteristics"

Instructional Activity #6: Attend SEMINAR #1. Be prepared to discuss readings 1-5

UNIT II: Objectives:

a. discuss the relevance of faculty development in relation to clinical education;
b. develop in written format an organized instructional sequence for teaching a clinical task or laboratory exercise;
c. describe how to maximize student opportunities for critical thinking and decision making.
d. adapt a simple model for teaching psychomotor skills for a dental task in two different dental specialities;
e. prepare a list of potential clinical problems that are the result of either the physical environment or poor time mangement;
f. be prepared to suggest solutions to some of these problems.

(S) Instructional Activity #7: Read the article, "Teaching Complex Psychomotor Skills"

(S) Instructional Activity #8: Read the three articles listed below:

"Characteristics of Constructive Feedback"
"Developing Critical Thinking in a Clinical Setting"
"Hints for Teaching in the Laboratory"

Instructional Activity #9: Read monograph, "Listening Behavior" and "Much That Is Said Is Unspoken"

(S) Instructional Activity #10: Read article, "Belief of Faculty and Students About Effective Clinical Teaching Behaviors"

(S) Instructional Activity #11: Complete the Self-Assessment Inventory for Clinical and Classroom Teaching in Medicine. This is an optional activity.

Instructional Activity #12: Attend SEMINAR #2 "Interpersonal Communication Inventory"

UNIT III: Microteaching

Discussing articles #11, 12, 14, 16, 18. Prepare to participate in a role play situation. We will focus on I, A, #7 to discuss the other readings.

Objective: Select one dental task which can be adapted to the model for teaching psychomotor skills in UNIT II (I, A, #7), demonstrate competency in effectively executing a teaching assignment.

Instructional Activity #13: Prepare to teach a dental skill via article #7 above.

Instructional Activity #14: SEMINAR #3 Participate in a scheduled microteaching session using prepared lesson above.

END